DOCUMENT RESUME

ED 030 741 VT 008 749

By-Bryant, C. Douglas; Bright, Melvin C.

Relevant Others of Beginning Teachers of Vocational Agriculture. Research Series No. 4.

North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Information.
Pub Date 67
Note-22p.
Available from-School of Education, North Carolina State University, Raleigh, North Carolina 27607 (copies available without charge)
EDRS Price MF-$0.25 HC-$1.20
Descriptors-*Beginning Teachers, Behavior Standards, Environmental Influences, *Relationship, *Social Influences, *Social Psychology, Teacher Associations, Vocational Agriculture, *Vocational Agriculture Teachers
Identifiers-*Relevant Others

To determine the relevant others of first- and second-year teachers of vocational agriculture, a study was conducted to discover: (1) Do first-year teachers see their co-workers more highly as a relevant other than do second-year teachers. (2) Do second-year teachers have different relevant others than first-year teachers, and (3) Do first-year teachers in single-teacher departments have the same relevant others as first-year teachers in multiple-teacher departments. "Relevant others" was assumed to depict the relationship of an individual to various groups to which the individual related himself or aspires to relate himself psychologically. The 30 beginning teachers of vocational agriculture in North Carolina in 1966 listed in order of importance five individuals who most influenced what they do as teachers. First-year teachers in single teacher departments ranked their first five relevant others as principal, other agriculture teachers, school board member, teacher trainer and district supervisor, whereas first-year teachers in multiple teacher departments ranked them as co-worker, principal, teacher trainer, district supervisor and other agriculture teachers. Second-year teachers listed co-worker, teacher trainer, other agriculture teachers, principal, and extension workers. (DM)

EDO 30741

RELEVANT OTHERS OF BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE

by
C. Douglas Bryant
and
Melvin C. Bright
1967

Research Series in Occupational Education

North Carolina Research Coordinating Unit in Occupational Education

In Cooperation With

Department of Agricultural Education

School of Education
North Carolina State University
at Raleigh
Raleigh, North Carolina

VT008749

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RELEVANT OTHERS OF BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE

C. Douglas Bryant
and
Melvin C. Bright
1967

Research Series No. 4
A report of research conducted by the Department of Agricultural Education, North Carolina State University, Raleigh. Publication and dissemination of research findings is in cooperation with the North Carolina Research Coordinating Unit in Occupational Education

FOREWORD

The North Carolina Research Coordinating Unit in Occupational Education is pleased to have the opportunity of disseminating this report of a study recently completed in the Agricultural Education Department, School of Education, North Carolina State University, Raleigh, North Carolina.

This study was completed and written by Dr. C. Douglas Bryant, Assistant Professor of Agricultural Education, with the valuable assistance of Mr. Melvin C. Bright, Graduate Assistant. Mr. Bright made a significant contribution in the compilation, formulation of tables, and analysis of the data.

This publication and others to follow are a result of the partial fulfillment of the commitment of the North Carolina Research Coordinating Unit to:

(a) Stimulate research in occupational education.

(b) Identify problems for research.

(c) Develop a system by which national, state, and local data may be organized and made available.

(d) Maintain communication between people who are working in occupational education and research workers.

(e) Assist in conducting training programs on activities involved in the research-action continuum.

(f) Provide consultant services in state, local, and area research developmental activities.

Joe R. Clary
Director

TABLE OF CONTENTS

Page

INTRODUCTION 1

PURPOSE OF THE STUDY 2

THEORY 3

OBJECTIVES OF THE STUDY 3

ASSUMPTIONS 3

LIMITATIONS 3

PROCEDURE 4

DESIGN 4

FURTHER EXPLANATION OF THE STUDY 4

EXPLANATION OF THE DATA 6

Table I - Relevant Others of First-Year Teachers in Single-Teacher Departments 7

Table II - Relevant Others of First-Year Teachers in Multiple-Teacher Departments 8

Table III - Relevant Others of All First-Year Teachers . . 9

Table IV - Relevant Others of All Second-Year Teachers . . 10

CONCLUSIONS AND IMPLICATIONS 13

LIST OF REFERENCES 18

INTRODUCTION

The concept of "relevant others" is a relatively new term depicting the relationship of an individual to various groups to which the individual relates himself as a part or to which he aspires to relate himself psychologically.[1] In the case of beginning teachers there are numerous groups of which the beginning teacher is considered a part. The membership in these various groups plays an important part in influencing the decisions made by the beginning teacher and consequently are termed what we call "relevant others" of the beginning teacher. Relevant others may also be individuals in groups in which the beginning teacher does not hold membership.[2] In this particular situation these individuals are considered relevant others of beginning teachers due to the fact that they serve as a part of the beginning teacher's frame of reference for appraisal of himself or of his situation, aspirations for himself, or appraisal of or aspirations for one of the groups to which he belongs.

Usually, the beginning teacher develops group relatedness through actual participation in the group. Such group meetings as the principal - vocational agriculture teacher conference, the visitation of the district supervisor, a conference with one's co-worker, serve to provide a framework upon which present or future decisions may be made. Once this relatedness to various groups is established

by the beginning teacher it serves as the main regulating agent in relation to a host of situations and circumstances he faces subsequently.

Many times the beginning teacher finds himself betwixt and between situations as he carries on the business of living in different roles in relation to diverse groups which not infrequently demand contradictory adjustment of his experience and behavior.[3] Consequently, the beginning teacher begins to adjust to these varying expectations in terms of the person he has come to consider himself to be and in light of his foreseen role as teacher of vocational agriculture. Out of this context arises those individuals who are considered to be his relevant others - those individuals considered most important in influencing his decisions in the role of teacher of vocational agriculture.

PURPOSE OF THE STUDY

The purpose of the study was to determine the relevant others of first and second-year teachers of vocational agriculture. An assumption of the writer was that there may be different relevant others for both first and second-year teachers. A knowledge of these relevant others would enable teacher trainers, district supervisors, and others assuming helping roles with beginning teachers to become more familiar with the channels of decision-making in the policies and practices of vocational agriculture.

THEORY

Relevant others - those individuals who by virtue of their position, participation, or connection with or in the vocational agricultural program - influence in some manner or degree the decisions of the vocational agriculture teacher.

OBJECTIVES OF THE STUDY

1. Do first-year teachers see their co-worker more highly as a relevant other than do second-year teachers?

2. Do second-year teachers have different relevant others than first-year teachers?

3. Do first-year teachers in single-teacher departments have the same relevant others as first-year teachers in multiple-teacher departments?

ASSUMPTIONS

1. That relevant others exist both inside and outside each school community where vocational agriculture is taught and may be identified by the teacher of vocational agriculture.

2. That relevant others vary in their influence relative to the decision-making process of beginning teachers and may be ranked according to their influence by the beginning teacher.

LIMITATIONS

To those beginning teachers of vocational agriculture who attended the Annual Vocational Agricultural Teachers Conference held in Raleigh, North Carolina, in 1966.

PROCEDURE

This study was undertaken with beginning teachers of vocational agriculture during the Annual Vocational Agricultural Teachers Conference held in Raleigh, North Carolina, in 1966. The total population (thirty participants) of beginning teachers was used in the study.

A portion of the time period of the Vocational Agriculture Teachers Conference was set aside for a special program concerning beginning teachers. During this program the following question was asked all beginning teachers: "List the key positions in order of their importance (from your point of view) of the five people who most influence what you do as a teacher of vocational agriculture." Each beginning teacher was given a 3x5 card on which the above data was recorded. Also, each teacher listed his name, place of employment, length of time employed in teaching, and age on the card.

DESIGN

The independent variable in the study was the teacher of vocational agriculture with the weighted score of influence recorded relevant others by beginning teachers being the dependent variable.

FURTHER EXPLANATION OF THE STUDY

As stated earlier in the procedures section, each beginning teacher, 30 in all, listed in order of importance five individuals who most influence what they do as teachers of vocational agriculture. In total, eighteen different individuals were listed among all

beginning teachers as having some influence in the decision-making process of a beginning teacher.

As a means of analysing the scores or order of importance recorded relevant others by beginning teachers, the scores were reversed so that a 5=1, 4=2, 3=3, etc. This made it possible to determine those individuals who ranked higher among all beginning teachers as being relevant others in their vocational agriculture program.

An example of the method used in analyzing the data follows below:

Relevant others listed in order of importance -

		(Reversed scores)
1.	Co-worker	5
2.	Students	4
3.	Extension service personnel	3
4.	District supervisor	2
5.	Superintendent	1

Of the total number of beginning teachers, nineteen were first-year teachers, six were second-year teachers, and five had taught beyond two years. The data received from the five teachers with more than two years' experience was not included due to the fact that this group constituted some teachers with three years' experience and some teachers with ten years' experience. A question may arise as to why a few teachers with ten years' experience were included in the beginning teachers group. They were included since they were teaching for the first time in North Carolina.

Of the nineteen first-year teachers, seven taught in single-teacher departments with the remaining twelve teaching in multiple-teacher departments. Of the six second-year teachers, one teacher

taught in a single-teacher department with the remaining five teaching in multiple-teacher departments.

EXPLANATION OF THE DATA

As indicated in the objectives of the study, the writer's intent was to determine the relevant others of first-year teachers in single-teacher departments, of first-year teachers in multiple-teacher departments, among all first-year teachers and among all second-year teachers. Tables giving the relevant other, case number and weighted score recorded a relevant other by a beginning teacher, the total weighted score given a relevant other among all teachers in each group, and the overall rank of the relevant other are included as a summary of the findings for each of the categories mentioned. These tables are shown on pages 7 to 10 of this report.

Table I: RELEVANT OTHERS OF FIRST-YEAR TEACHERS IN SINGLE-TEACHER DEPARTMENTS

Relevant others	Case number and weighted score given relevant others								
	1	2	3	9	15	24	28	Total weighted score given a relevant other among 1st year teachers in single-teacher departments	Rank
Principal	3	4	5	-	4	4	5	25	1
Other Vo Ag teachers	-	-	-	5,1	5	3	2	16	2
School board member	5,4	-	-	-	-	-	3	12	3
Teacher trainer	2,1	-	1	4,3	-	-	-	11	4
District supervisor	-	-	3	2	-	5	-	10	5
Superintendent	-	5	4	-	-	-	-	9	6
Adult farmers	-	-	-	-	-	2	4,1	7	7
All-day students	-	-	2	-	2	-	-	4	8
PTA leaders	-	3	-	-	-	-	-	3	9
Other teachers	-	-	-	-	3	-	-	3	9
Fellow church members	-	2	-	-	-	-	-	2	11
News reporter	-	1	-	-	-	-	-	1	12

Table II: RELEVANT OTHERS OF FIRST-YEAR TEACHERS IN MULTIPLE-TEACHER DEPARTMENTS

Relevant others	Case number and weighted score given relevant others													
	6	7	8	12	13	14	18	22	23	25	26	30	Total weighted score given a relevant other	Rank
Co-worker	5	5	5	-	5	5	4	5,2,1	5,4,3,2,1	5	2	5	64	1
Principal	-	-	-	4	-	4	3	4	-	3	5	1	24	2
Teacher trainer	-	-	-	-	-	3	1	3	-	2	-	4	13	3
District supervisor	-	-	-	5,2	1	2	-	-	-	-	-	-	10	4
Other Vo Ag teachers	-	-	-	-	-	-	5	-	-	1	-	3	9	5
All-day students	-	-	-	-	-	-	-	-	-	4	4	-	8	6
Adult farmers	-	-	-	1	-	1	2	-	-	-	3	-	7	7
Extension workers	-	-	-	-	4	-	-	-	-	-	-	-	4	8
PTA leaders	-	-	-	-	3	-	-	-	-	-	-	-	3	9
Wife	-	-	-	3	-	-	-	-	-	-	-	-	3	9
Community leaders	-	-	-	-	2	-	-	-	-	-	-	-	2	11

Table III: RELEVANT OTHERS OF ALL FIRST-YEAR TEACHERS

Relevant others	Case number and weighted score given relevant others																			Total weighted score given a relevant other among all 1st year teachers	Rank
	1	2	3	6	7	8	9	12	13	14	15	18	22	23	24	25	26	28	30		
Co-worker	-	-	-	5	5	5	0	0	5	5	0	4	5,2 1	5,4, 3,2	-	5	2	-	5	64	1*
Principal	3	4	5	-	-	-	-	4	-	4	4	3	4	-	4	3	5	5	1	49	2
Other Vo Ag. teachers	-	-	-	-	-	-	5,1	-	-	-	5	5	-	1	3	1	-	2	3	25	3
Teacher trainer	2,1	-	1	1	1	1	4,3	-	-	3	-	1	3	-	-	2	-	-	4	24	4
District Supervisor	-	-	3	-	-	-	2	5,2	1	2	-	-	-	-	5	-	-	-	-	20	5
Adult farmers	-	-	-	-	-	-	-	1	-	1	-	2	-	-	2	-	3	4,1	-	14	6
School board member	5,4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	12	7
All-day students	-	-	2	-	-	-	-	-	-	-	2	-	-	-	-	4	4	-	-	12	7
Superintendent	-	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
PTA leaders	-	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	6	10
Extension workers	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	4	11
Wife	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	33	12
Community leaders	-	-	-	-	-	-	-	-	2	-	-	-	-	1	-	-	-	-	-	3	13
Other teachers	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	33	14
Fellow church members	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	15
News reporter	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	16

*Co-worker is ranked first due to the fact that single and multiple-teacher department relevant other scores were combined to obtain an overall ranking.

Table IV: RELEVANT OTHERS OF ALL SECOND-YEAR TEACHERS

Relevant others	Case number and weighted score given relevant others							
	4	5	16	17	19	20	Total weighted score given a relevant other among all 2nd year teachers	Rank
Co-worker	5,1	5,2	-	2	5,1	5,4	30	1
Teacher trainer	3,2	3	-	4	3,2	1	17	2
Other Vo Ag teachers	4,1	-	3,1	1	1	-	11	3
Principal	-	-	-	5	4	1	10	4
Extension workers	-	-	5	-	-	3	8	5
Other teachers	-	4,1	-	-	-	-	5	6
District supervisor	-	-	-	3	-	-	3	7
Adult farmers	-	-	-	-	-	2	2	8
Community leaders	-	-	2	-	-	-	2	8

Based upon the information in the previous four tables, the composition of relevant others for the four beginning teacher groups are summarized below. Also, the frequency with which each group mentions a relevant other is included in the analysis of the data since the writer believes those relevant others mentioned more frequently among a particular teacher group serve as an indication of the importance of a relevant other to the group.

Relevant others of first-year teachers in single-teacher departments -

Relevant other	Rank
Principal	1
Other Vo Ag teachers	2
School board member	3
Teacher trainer	4
District supervisor	5

Relevant others of first-year teachers in multiple-teacher departments -

Relevant other	Rank
Co-worker	1
Principal	2
Teacher trainer	3
District supervisor	4
Other Vo Ag teachers	5

Relevant others listed by first-year teachers in single-teacher departments but not by first-year teachers in multiple-teacher departments -

School board member	News reporter
Superintendent	Other teachers
Fellow church members	

Relevant others listed by first-year teachers in multiple-teacher departments but not by first-year teachers in single-teacher departments -

Wife	Community leaders
Extension workers	

Relevant others of first-year teachers in both single and multiple-teacher departments but listed more frequently among those teachers in single-teacher departments -

Principal	District supervisor
Teacher trainer	Other Vo Ag teachers
PTA leaders	Adult farmers

The only relevant other listed more frequently among the first-year teachers in multiple-teacher departments than among the first-year teachers in single-teacher departments, but considered a relevant other of both groups, was all-day students.

Information from the previous tables indicate a relationship of relevant others among <u>all</u> first-year teachers and <u>all</u> second-year teachers in the study.

Relevant others of first-year teachers -

Relevant other	Rank
Co-worker	1
Principal	2
Other Vo Ag teachers	3
Teacher trainer	4
District supervisor	5

Relevant others of second-year teachers -

Relevant other	Rank
Co-worker	1
Teacher trainer	2
Other Vo Ag teachers	3
Principal	4
Extension workers	5

Relevant others listed by first-year teachers but not by second-year teachers -

School board member
Superintendent
PTA leaders
Fellow church members
News reporter
All-day students
Wife

Relevant others of both 1st and 2nd year teachers but listed more frequently among 1st year teachers -

Principal
District supervisor
Adult farmers

Relevant others of both 1st and 2nd year teachers but listed more frequently among 2nd year teachers -

Teacher trainer
Co-worker
Other Vo Ag teachers
Extension workers
Community leaders
Other teachers

The total weighted scores of influence recorded relevant others among all beginning teachers are as follows:

Relevant other	Weighted Score	Rank
Co-worker (Vo Ag)	94	1
Principal	76	2
Teacher trainer	47	3
Other Vo Ag teachers	45	4
District supervisor	33	5
Adult farmers	19	6
Superintendent	18	7
School board member	12	8
All-day students	12	8
Extension workers	12	8
Other teachers	11	11
PTA leaders	6	12
Community leaders	5	13
Wife	3	14
Vocational director	3	14
Neighbor	3	14
Fellow church members	2	17
News reporter	1	18

CONCLUSIONS AND IMPLICATIONS

The data from this study indicate that first-year teachers in single-teacher departments and first-year teachers in multiple-teacher departments have in general the same relevant others. However, there appears to be some difference in the ranking or importance of a relevant other among teacher groups. Also, the first-year teachers in single-teacher departments tend to list more individuals as being relevant others of their group.

As indicated in the section following the tables, first-year teachers in single-teacher departments rank their first five relevant others respectively as principal, other vocational agriculture teachers, school board member, teacher trainer and district supervisor, while the first-year teachers in multiple-teacher departments rank their first

five relevant others as being co-worker, principal, teacher trainer, district supervisor and other vocational agriculture teachers. From this information it appears that the school board member is considered more highly as a relevant other among first-year teachers in single-teacher departments than among first-year teachers in multiple-teacher departments - particularly since the school board member was not mentioned as a relevant other by any of the teachers in the latter group. This provides ground to ask a legitimate question. Do first-year teachers in single-teacher departments tend to choose relevant others closer to the actual school structure than do first-year teachers in multiple-teacher departments? Further analysis of the ranking of relevant others by each group of teachers points out that other vocational agriculture teachers exist more highly as a relevant other among first-year teachers in single-teacher departments than among first-year teachers in multiple-teacher departments.

In support of the statement that there tends to be a larger number or choice of individuals as being relevant others among first-year teachers in single-teacher departments than among first-year teachers in multiple-teacher departments, it may be noted that the following were chosen as relevant others among the first group but not among the latter - school board member, superintendent, fellow church members, news reporter and other teachers. The first-year teachers in multiple-teacher departments listed the following as being relevant others but were not listed among first-year teachers in single-teacher departments - extension worker, wife and community leaders.

Relevant others of first-year teachers in both single and multiple-teacher departments but listed more frequently among those teachers in single-teacher departments were - adult farmers, PTA leaders, teacher trainer, principal, district supervisor and other vocational agriculture teachers. All-day students was the only relevant other listed more frequently among first-year teachers in multiple-teacher departments than among first-year teachers in single-teacher departments.

Another purpose of the study was to compare the relevant others chosen by <u>all</u> first-year teachers (both in single and multiple-teacher departments) to the relevant others of all second-year teachers. The data from this study indicate there are some differences in the relevant others chosen by first and second-year teachers of vocational agriculture. In general, second-year teachers see their co-worker more highly as a relevant other than do first-year teachers - this conclusion is based on the frequency with which each group selected the co-worker as a relevant other. Further analysis of the ranking of relevant others by each group indicates that the principal ranks slightly higher as a relevant other among first-year teachers than among second-year teachers, the teacher trainer ranks higher as a relevant other among the second-year group, and the extension worker is considered more highly as a relevant other among second-year teachers than the district supervisor, while the opposite is true for the first-year teachers.

Most first-year teachers list the same relevant others as do second-year teachers. However, the list of relevant others tends to be broader (in number of relevant others among all first-year teachers)

than is the case among second-year teachers. The relevant others which occurred among first-year teachers but not among second-year teachers are school board member, superintendent, PTA leaders, fellow church members, news reporter, all-day students, and wife.

The data further point out that some relevant others are listed more frequently among first-year teachers than among second-year teachers - principal, district supervisor, and adult farmer. The same situation holds true for second-year teachers. The relevant others listed among second-year teachers more frequently than among first-year teachers are - teacher trainers, co-worker, other vocational agriculture teachers, extension workers, community leaders, and other teachers.

From the conclusions and analyses of the data in the study, one may readily see that there is varying importance of a relevant other to various groups of teachers. There seems to be a continous tug of war between what relevant others are chosen among the various teacher groups. This provides groundwork for legitimate questions for future studies in this area. For instance, do first-year teachers in single-teacher departments choose relevant others closer to the actual school structure than do first-year teachers in multiple-teacher departments? What differences may occur in the selection of relevant others by all first-year teachers and second-year teachers? Does the number of teachers in a multiple-teacher department influence the selection of relevant others to their program? Do the teacher trainer and district supervisor maintain their rank as a relevant other among vocational agriculture teachers as the length of time in teaching increases?

What factors tend to influence a teacher to choose relevant others closer to his actual teaching situation rather than choosing relevant others among the total community? How do the relevant others of teachers change over the first five years in teaching?

These are a few questions which need to be pursued by future studies in this area. Only by learning the relevant others of vocational agriculture teachers and the factors as to why these individuals are chosen will we learn the real behavior of teachers concerning their vocational agriculture program.

LIST OF REFERENCES

1. Sherif, Muzafer, and Carolyn W. Sherif. 1953. Groups in Harmony and Tension. Harper & Brothers, Publishers, New York.

2. Johnson, Harry M. 1960. Sociology: A Systematic Introduction. Harcourt, Brace and Company, New York, Burlingame.

3. Merrill, Francis E. 1957. Society and Culture. Prentice-Hall, Inc., New Jersey.